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AUTHOR Livesey, Daniel J.; And Others
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ABSTRACT

A study investigated use of the Theory of Reasoned Action (TRA) for relating learner attitude toward engagement in English-as-a-Second-Language (ESL) learning behaviors, perceived social support for engagement in those behaviors, and behavioral intention. TRA proposes a sequence of dependencies underlying behavior. The model also relates attitude to its theoretical determinant (behavioral beliefs) and social support to its theoretical determinant (normative beliefs). The study, consisting of a pilot study and a larger investigation, examined whether learner attitude and social support would predict intention to engage in seven specific categories of language learning behavior in an ESL instructional setting in Guangzhou, China. Subjects in the main study were 91 secondary school students with an average age of 16 years. They responded to a questionnaire about personal background and language learning intentions, attitudes, and social support. Sample questionnaire items are appended. Motivational intensity was also assessed. Results indicate that attitude and social support were highly predictive of behavioral intention and were significantly related to their determinants. These results are seen as demonstrating the model's utility for relating affective variables in ESL. A brief bibliography is included. (MSE)

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An Application of the Theory of Reasoned Action For Relating Attitude, Social Support and Behavioral Intention in an EFL Setting

Daniel J. Livesey

School of Education

California State Polytechnic University - Pomona

Frank E. Crawley and George M. Blanco

Department of Curriculum and Instruction

The University of Texas at Austin

Running head: TRA in an EFL setting

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Abstract

This study examined affective variables with respect to seven categories of language learning behaviors in an application of the Theory of Reasoned Action (TRA) in an EFL setting in Guangzhou, PRC. The TRA model was used to relate intention to engage in the learning behaviors to attitude and social support with respect to those same behaviors. The model also relates attitude to its theoretical determinant, namely, behavioral beliefs, and social support to its theoretical determinant, specifically normative beliefs. Attitude and social support were highly predictive of behavioral intention; attitude and social support were significantly related to their determinants also demonstrating the utilility of the model for relating affective variables in an EFL setting. Variables external to the model were background information about the subjects, as well as traditional measures of motivational orientation and motivational intensity with respect to EFL learning in general. These were found to be moderately related to behavioral intention.

An Application of the Theory of Reasoned Action For

Relating Attitude, Social Support and Behavioral Intention in an EFL Setting

This study was conducted in order to evaluate the utility of the Theory of Reasoned Action (TRA) (Ajzen and Fishbein, 1980) for relating attitude toward engagement in EFL learning behaviors, perceived social support for engagement in these behaviors and behavioral intention. Previous studies relating language attitudes, attitudes toward those who speak a target language and attainment in language learning have demonstrated inconsistent results (Oller and Perkins, 1978; Pierson, Fu and Lee, 1980). It was felt that the TRA offered a useful way for coming to understand the role attitudes and social support play in learning a second or foreign language.

Attitude studies in the field of language learning frequently have related language attitudes to second or foreign language attainment (Gardner and Lambert, 1972; Oller, Hudson, and Liu, 1977; Naiman, Frolich, Stern, and Todesco 1978; Pierson, Fu and Lee, 1980). The design of the studies and the content of the attitude measures have varied considerably; the results of studies done in this area lack consistency (Oller and Perkins, 1977).

Since the early work done by Gardner and Lambert and their associates in the 1960's, there has been considerable development in the techniques of attitude assessment. Attitudes consisting of simple evaluations of learning an additional language as well as evaluations of languages themselves have been ascertained through direct questionnaires and simple interview formats (Naiman, Frolich, Stern, and Todesco 1978). Measures of motivational orientation, based on (a) integrative attitudes, that is the learner's desire to integrate socially with the target language group and (b) instrumental attitudes, that is interest in personal advancement, have been developed to

assess attitudes toward language learning.

Studies conducted by Gardner and Lambert during the 1960's demonstrated associations of successful language learning with integrative attitudes in second language settings in Canada and the United States. In settings where English is used as a foreign language, such as the Philippines and India, instrumental attitudes have been associated with success in language learning (Lukmani, 1974, Gardner and Lambert, 1972). These studies utilized questionnaires primarily to gather data.

Based upon responses elicited in structured interviews, Naiman et al. found that students' general attitude, student reaction to teacher's use of L_1 and L_2, and student affective remarks were more strongly correlated with language achievement than were the scales of the attitude battery they used. The battery contained scales which were consistent in their design with those already in use by Gardner and Lambert.

Dissatisfaction with direct measures of attitude led Spolsky (1968) to develop identity scales which assess integrative attitudes indirectly. Oller, Hudson, and Liu (1977) investigated the attitudes of Chinese-speaking university students studying at two U.S. universities using direct questionnaire items and identity scales. Analysis of the data from the direct questionnaire showed that an integrative motivational orientation correlated negatively with attained English proficiency as measured by a written cloze test. These researchers noted their interest in the nature of attitudes of Chinese studying English abroad.

Responding to this interest, Pierson, Fu and Lee (1980) investigated the relationships between attitudes toward language learning and attained English proficiency of high school aged students in Hong Kong. Using direct measures of attitude, they found relationships between English cloze test scores and the variables of

desire to learn English and freedom of language choice. Based on the results obtained with the identity scales, it was found that the more these Chinese students' attitudes conformed to Western stereotypes, the higher were their scores on the English cloze. Generally speaking, they found that the results obtained using the direct measure of attitudes were more interpretable than those obtained with the indirect identity scales, contrary to conclusions reached by Oller, Hudson, and Liu.

Personally held attitudes and social support have been shown to have limited influence on second and foreign language learning in two studies to date (Gardner and Lambert, 1972, Lalonde, R .N. & Gardner, R. C. (1985). Social support is a promising variable, in addition to attitude in studies which predict human behavior.

Studies in social psychology have shown that intention to engage in a specific behavior or group of behaviors is the single most important determinant of that behavior or group of behaviors (Fishbein and Ajzen, 1975; Ajzen and Fishbein, 1977). Attitude toward engagement in a behavior and social support for engagement in a behavior have been shown to act as determiners of intention to engage in that behavior (behavioral intention).

Theory of Reasoned Action

The Theory of Reasoned Action (TRA) (Ajzen and Fishbein, 1980) has been employed by social psychologists to relate behaviors and affect. In studies reviewed by Ajzen and Fishbein (1977), attitude toward the notion of possessing a particular personal attribute or attitude toward an object were related to behaviors via correlational statistics and the results among those studies were inconsistent. Ajzen and Fishbein (1977, 1980) noted that studies which related engagement in specific behaviors and attitude toward those behaviors were much more successful in predicting human

behavior than those studies which assessed attitudes focusing on objects or attributes. Studies using instruments developed following procedures advocated by Ajzen and Fishbein have successfully predicted such diverse behaviors in the U.S. as voting for president, enrolling in programmes of treatment for alcohol abuse, and using birth control pills. Here, the TRA model promises to be a useful basis for the study of EFL learning because it allows an empirical approach to prediction of behavior, in this case, the prediction of EFL learning behaviors which were key to success at the site where the study was conducted. The theory proposes a sequence of dependencies underlying behavior. Figure 1 depicts the interrelationships among the variables specified in the Theory of Reasoned Action.

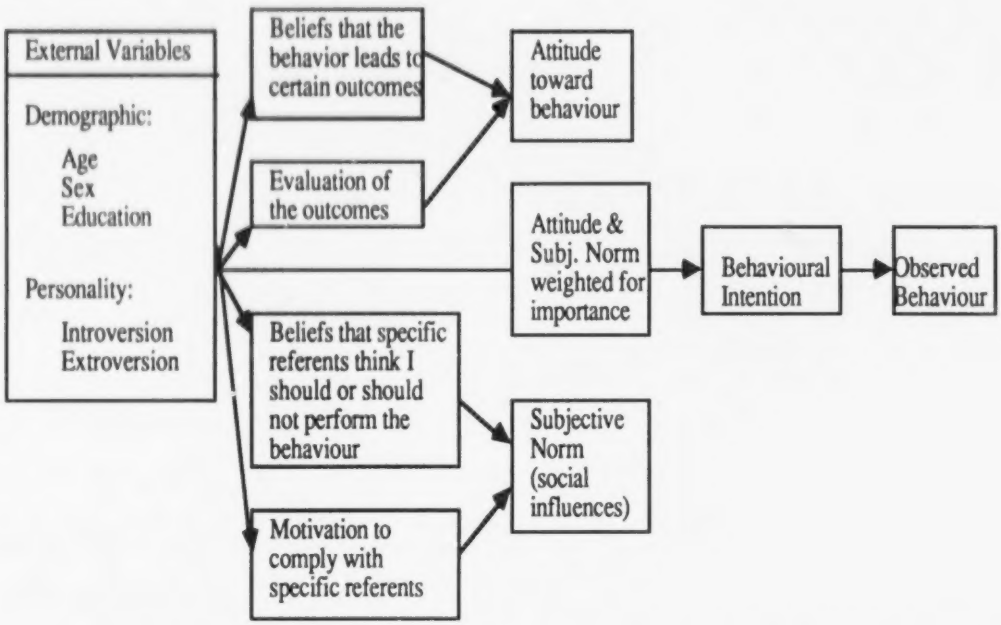

Figure 1. Theory of Reasoned Action Model (Adapted from Ajzen & Fishbein, 1980) Arrows indicate direction of influence.

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Behaviour is primarily determined by intention to engage in the behavior of interest. Intention, in turn is determined by the agent's attitude toward engaging in the behavior and social support. Within the TRA model, social support is referred to as subjective norm. Specifically, subjective norm refers to the agent's perceived approval (or disapproval) of social referents or important others considered collectively, such as family members, teacher and friends. Attitude and subjective norm are independent predictors of behavioral intention and need to coincide in terms of specificity with respect to action, target, context, and time, as is demonstrated by the sample items in the appendix. The third level of the theory links attitude and subjective norm to specific beliefs. Attitude is influenced by behavioral beliefs, which specifically are (a) evaluations of the outcomes of engaging in specified behaviors, and (b) the agent's expectations that engaging in the target behavior will lead to specific consequences. Subjective norm is determined by (a) normative beliefs, which are the agent's beliefs about whether specific social referents, such as 'friends', are perceived to think that the agent should or should not engage in the target behavior; and (b) the agent's desire to comply with the perceived wishes of specific social referents, such as 'friends'.

Purpose

To be precise, the purpose of this study was to determine whether attitude and subjective norm would be predictive of intention to engage in seven categories of language learning behavior in an application of the Theory of Reasoned Action. In addition to this predictive relationship, the theoretical determinants of attitude and subjective norm were studied in order to further insights into the utility of the model an EFL setting. Traditional methods of assessing attitude toward language learning, achieved by means of measures of motivational orientation and motivational intensity,

were completed for the purpose of relating these measures to intention to engage in the language learning behaviors.

Methodology

Setting. The study was conducted at an upper middle school in the Guangzhou (Canton) area.The first author was engaged in teaching courses in an applied linguistics program for English teachers at the South China Institute of Technology at the time of the study, a short distance from the site of the investigation.

Design and Subjects. The study consists of a pilot study and a main study, both of which were completed at the same setting. The pilot study involved the observation of language learning behaviors in one, upper middle school, EFL classroom which had 48 students enrolled whose average age was sixteen. These behaviors were recorded in fieldnotes. They were then classified, resulting in seven categories as follows: (a) participation in class discussion, (b) engagement in listening behaviors, (c) engagement in translation behaviors, (d) engagement in reading practice, (e) engagement in writing practice, (f) recitation of poetry and singing songs, and (g) oral word repetition. These categories were derived from an analysis of field observations completed at the sight of this study. Consistent with Ajzen and Fishbein's (1980) suggestion for instrument development, the pilot group was later asked to respond to items on an open-ended questionnaire which elicited advantages and disadvantages of engaging in each category of behavior. Furthermore, social referents were elicited on this instrument who were perceived by the respondents to be either supportive or non-supportive of their engagement in each category of language learning behaviors. The results were then used to construct the behavioral belief and the normative belief items of the main questionnaire which was administered later.

The pilot study observations showed that the teaching methods utilized by the teachers in this setting were grammar-translation and audiolingual, consistent with teaching practices throughout China (Li Xiaoju, 1984, Xiyan Liu, 1989). During grammar-translation activities the students translated from one language to the other and completed reading and writing exercises focusing on grammar. Audiolingual methodology in this research setting included having the students engage in reading exercises, listening activities and word repetitions, as well as recite poetry and sing songs. Cassette recordings provided British, U.S. and Chinese voice models. Listening exercises were followed by teacher led discussions which aimed at making the material comprehensible. These discussions bridged audiolingual and communicative techniques. The engagement of students in class discussions, which usually took place at the start of each lesson and ranged in subject matter from the day's weather to the background for celebrating specific national holidays, represented a limited reliance upon communicative techniques. Communicative techniques may be observed in contemporary language teaching in many settings worldwide, although these techniques have witnessed limited use in EFL classrooms in China to date (Li Xiaoju, 1984, Cheng, 1988).

The main study involved two intact English classes with different teachers in which were enrolled second year, upper middle school students studying English. Fifty males and forty-one females averaging sixteen years of age made up the sample of the main study.

Instruments. Subjects responded to questionnaires and provided personal background information. The personal background information included sex, age, number of years studying English at school, directed study of English beyond regularly scheduled

classes, language use of parents at home and at work, desire to seek a job where English will be required, and desire to enter an institution of higher learning where English is required.

The main questionnaire was organized in seven sections, one for each of the seven focal categories of language learning behavior in this study. Each section was begun with an item assessing intention to engage in a category of learning behaviors followed by an item assessing attitude toward the stated category of language learning behaviors and an item assessing subjective norm. Paired behavioral expectancy and outcome evaluation items, the theoretical determinants of attitude, followed, which were succeeded by paired items assessing agents' normative belief and agents' motivation to comply with significant others. The appendix provides samples of each type of main questionnaire item.

Motivational orientation and motivational intensity seen to be "external" to the TRA model, were measured using scales which resembled the models provided by Gardner and Lambert (1972). These appeared on an additional questionnaire.

Hypotheses. The following are the hypotheses which are tested in this study:

1. Measures of external variables, including personal background, motivational orientation and motivational intensity, will not be significantly related to intention to engage in each of the seven categories of EFL learning behaviors.

2. Direct measures of attitude and subjective norm will not significantly predict corresponding direct measures of intention to engage in each of seven categories of EFL learning behaviors.

3. The indirect measures of attitude will not be significantly related to the direct measures of attitude.

4. The indirect measures of subjective norm will not be significantly related to the direct measures of subjective norm.

Data collection. Permission was obtained from the Department of Education of Guangdong Province to conduct this study in upper middle schools near the institute where the first author was employed. The background information survey, the main questionnaire and the questionnaires assessing motivational orientation and motivational intensity were administered in one sitting. Numeric values were assigned to the responses made on the clozed-ended questionnaire items.

Analysis. The personal background variables were related to behavioral intention via correlational statistics. Based upon the Theory of Reasoned Action, a two stage prediction model was developed for this study. The first stage of analysis relates intention to engage in specific categories of EFL learning behaviors to attitude and subjective norm variables via multiple regression analysis. The second stage of the data analysis related direct measures of attitude toward EFL learning behaviors to their belief determinants via Pearson Product Moment correlation, and it related direct measures of subjective norm for each category of language learning behavior to their determinants in the same way. Figure 2 depicts the interrelationships among the variables specified in the Theory of Reasoned Action in the context of EFL learning along with the appropriate statistics used to validate the model.

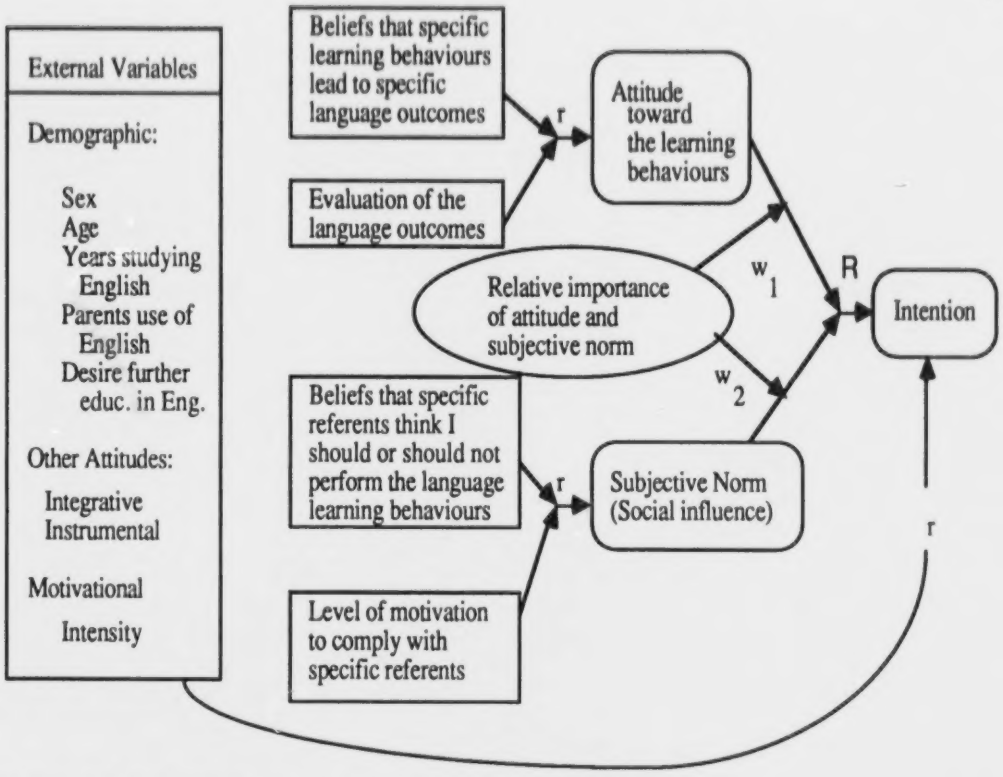

Figure 2. Model Variables in the Theory of Reasoned Action

Results

Personal data variables, external to the TRA model, found to be significantly related to specific intention variables were sex and studying English in order to obtain a job which requires fluency in English. The sex variable, favoring females, was found to be significantly related to intention to engage in listening behaviors ($r = .29$, $p < .01$) and to intention to engage in poetry recitation and singing of English songs ($r = .20$, $p < .05$). The purpose of studying English in order to be able to obtain a job in which English is required was shown to be related to intention to participate in classroom discussions in English ($r = .21$, $p < .05$) and intention to engage in

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translating behaviors (r = .22, p < .05). The remaining personal data variables were not significantly related to any of the specific intention variables. Generally speaking, the personal data variables had little influence on intention to engage in specific EFL learning behaviors. Hypothesis 1, which stated that there would be no relationship between external variables and intention to engage in EFL language learning behaviors, is partially rejected.

Table 1

Relationships Between Specific Intentions, Motivational Orientation and Motivational Intensity (n = 91)

	Motivational Orientation		
Specific Intention	Integrative	Instrumental	MI
To participate in class discussion	.04	.19	.39***
To engage in listening behaviors	.21*	.20	.36**
To engage in translating	.14	.109	.08
To engage in reading practice	.23*	.32**	.36**
To engage in writing practice	.153	.19	.17
To recite poetry & sing songs	.17	.21*	.19
To engage in oral word repetition	.20	.32**	.16

Note. MI = Motivational intensity

* p< .05, ** p < .01, *** p<.001

The subjects were more instrumentally motivated for learning English than integratively motivated, consistent with the findings of Gardner and Lambert (1972) and Lukmani (1974) in foreign language settings. Several low magnitude relationships were found between external affect variables and specific intention variables as Table 1 illustrates. Intention to engage in reading practice was significantly related to both motivational orientations and motivational intensity. Intention to engage in listening behaviors was significantly related to integrative attitudes and motivational intensity.

Table 2

Means and Standard Deviations of Intention, Attitude and Subjective Norm (n = 91)

	Intention		Attitude		Social Support	
Variable	Mean	SD	Mean	SD	Mean	SD
participating in class discussion	1.35	1.34	4.78	2.87	1.24	1.79
engaging in listening behaviors	2.31	.78	5.85	2.12	.91	2.20
engaging in translating behaviors	1.35	1.27	5.26	2.42	1.13	1.76
practicing reading	1.79	1.01	6.05	2.24	1.03	2.00
practicing writing	1.17	1.19	5.42	2.52	1.05	1.77
reciting poetry and singing songs	.46	1.59	5.49	2.81	1.22	1.14
repeating words aloud in class	.46	1.59	5.57	2.28	1.07	1.87

Note. AB = attitude toward EFL learning behavioirs. Possible range for attitude scores was $^{-}9$ to $^{+}9$. Possible range for the intention and subjective norm scores was $^{-}3$ - $^{+}3$.

Table 2 presents the means and standard deviations for each intention, attitude and subjective norm variable as measured by items on the main questionnaire. Intention to engage in listening behaviors (M=2.31) and to engage in oral repetitions (M=2.09) was particularly strong while subjects were nearly neutral in their intention to engage in singing songs and reciting poetry (M=.49) based on scales having a possible range of $^{-}3$ to $^{+}3$. The questionnaire respondents were positive in their attitudes toward engagement in the focal language learning behaviors. The possible value range of the attitude items was from $^{-}9$ to $^{+}9$, while actual response means ranged from 4.78, for engagement in listening practice, to 6.05, for engagement in reading practice. Subjective norm items had a possible range of $^{-}3$ to $^{+}3$, and actual response means ranged from .91 for engagement in listening behaviors, to 1.24, for participation in class discussion. Thus, perceived social support for engagement in the focal language learning behaviors was moderate.

Table 3 presents the results of the significance tests of regression effects for the predictions of behavioral intention. Responses to the attitude and subjective norm items for each of the seven focal categories of learning behaviors were highly predictive of intention to engage in those behaviors. The F-values ranged from 10.37 ($p < .0001$, adjusted $R^2 = .25$) in the case of engagement in translating, to 27.30 ($p < .0001$, adjusted $R^2 = .37$) in the case of engagement in oral repetitions. Hypothesis 2, which states that the direct measures of attitude and subjective norm will not predict behavioral intention, was rejected.

Table 3

Significance Tests of Regression Effects for Prediction of Behavioral Intention

Intention:	Source	SS	df	MS	F	p	R^2(adj)
To participate in	Regression	55.49	2	27.74	23.19	.0001	.33
class discussion	Residual	105.26	88	1.20			
To engage in	Regression	14.78	2	7.39	16.01	.0001	.25
listening behaviors	Residual	40.61	88	.46			
To engage in	Regression	27.61	2	13.81	10.37	.0001	.17
translating	Residual	117.14	88	1.33			
To engage in	Regression	27.81	2	13.91	19.36	.0001	.29
reading practice	Residual	63.22	88	.72			
To engage in	Regression	45.22	2	22.61	23.86	.0001	.34
writing practice	Residual	80.55	85	.95			
To recite poetry	Regression	81.98	2	40.99	24.70	.0001	.35
and sing songs	Residual	144.35	87	1.66			
To engage in	Regression	24.11	2	12.06	27.30	.0001	.37
oral repetition	Residual	37.98	86	.44			

Table 4 presents the beta weights for the prediction of the specific intention variables. For each of the seven categories of EFL learning behavior focused upon in this study, attitude constributed significantly to the prediction of intention to engage in the behaviors. The beta weights ranged from .29 for attitude toward engagement in

reading practice to .61 for attitude toward engagement in oral repetitions. Subjective norm contributed significantly to the prediction of intention to engage in four of the categories of learning behavior, specifically engagement in listening behaviors, translating behaviors, engagement in writing practice and in the category singing songs and reciting poetry. The beta weights for subjective norm ranged from -.04 in the case of social support for participating in class discussion, to .36 for social support for reciting poetry and singing songs.

Table 4

Regression of Attitude and Subjective Norm on Behavioral Intention

	Attitude		Subjective Norm	
Behavioral Intention	Beta	p	Beta	p
To participate in class discussion	.59	.0001	-.04	.6189
To engage in listening behaviors	.44	.0010	.23	.0143
To engage in translating	.29	.0052	.25	.0163
To engage in reading practice	.50	.0001	.11	.2544
To engage in writing practice	.48	.0001	.23	.0122
To recite poetry & sing songs	.34	.0007	.36	.0004
To engage in oral repetition	.61	.0001	.04	.6999

Table 5 presents the correlations obtained between the direct measures of attitude, and their theoretical determinants, the indirect measures as well as those obtained

between the direct measures of subjective norm and their determinants, the indirect measures. For each category of language learning behavior, the direct measure was significantly related to its theoretical determinant, the set of indirect measures.

Table 5

Correlations Between the Direct Measures and Indirect Measures of Attitude and Subjective Norm

	Attitude			Subjective Norm		
	r	df	p	r	df	p
Behaviors						
participating in class discussion	.42	90	.0001	.43	90	.0001
engaging in listening behaviors	.33	90	.0014	.55	90	.0001
engaging in translating behaviors	.38	90	.0002	.66	90	.0001
practicing reading	.50	90	.0001	.60	90	.0001
practicing writing	.55	88	.0001	.60	90	.0001
reciting poetry and singing songs	.74	90	.0001	.75	90	.0001
repeating words aloud in class	.72	90	.0001	.75	89	.0001

To be specific, the sum of the products of each outcome evaluation and belief expectancy set ($\Sigma(e_i \times b_i)$) for each behavior was significantly related to the attitude measure. The correlations ranged from $r = .33$ ($p = .0014$) for the relationship involving the behavior category engaging in listening activities, to $r = .74$ ($p = .0001$) for the relationship involving the behavior category reciting poetry and singing songs.

Hypothesis 3, which stated that the indirect measures of attitude would not be related to the direct measures, was rejected.

The indirect measures of subjective norm taken as a whole were found to be significantly related to the corresponding direct measures. The indirect measures consisted of the sum of the products of the responses to the normative belief (n) and corresponding motivation to comply (m) statements ($\Sigma(n_i \times m_i)$) which pertained to engaging in a single behavior. The correlations ranged from .43 for the relationship between the direct measure of subjective norm concerning participation in class discussion and the set of indirect measures, to .75 obtained in the case of two correlations. These latter correlations involved the relationship between the direct measure concerning recitation of poetry and singing songs, and its determinant, the indirect measures, as well as the relationship between the direct measure of subjective norm concerning oral word repetition and its determinant, the indirect measures. Hypothesis 4, which stated that the indirect measures of subjective norm would not be significantly related to the direct measures, was rejected.

Summary and Conclusion

The results of this study clearly point to the utility of the Theory of Reasoned Action for relating behavioral intention to attitude and social support in this EFL learning context. In this study, attitude toward engagement in seven specific categories of language learning behaviors and social support were found to be highly predictive of intention to engage in these behaviors. Although several significant relationships were found between external variables and intention to engage in specific categories of behaviors, attitude as measured through prescriptions offered by Ajzen and Fishbein were more closely correlated with behavioral intention. From the results it was clear

that attitude influenced behavioral intention considerably in this South China upper middle school setting, and subjective norm played a somewhat lesser role in influencing behavioral intention. Providing information to the parents about the value of the English program and encouraging those who are important others for these subjects could cause the students' social support base to have a greater impact on the formation of intention.

Further support for the utility of the TRA for enhancing understanding of the basis of attitudes and subjective norm was found in light of moderate to strong relationships obtained in the second stage analysis of the model. Behavioral beliefs were significantly related to direct measures of attitude and normative beliefs were significantly related to subjective norm.

Future studies of attitudes and social support in language learning would do well to measure attitudes with reference to action (the learning behaviors), the target of the action (namely the language to be acquired), the time, and context in light of the accuracy of predictions of behavioral intention measured at the same level of specificity. Measurement of social support for engagement in the relevant language learning behaviors, a component usually left out of language attitude studies, would further enhance predictions of behavioral intention. This study can easily be replicated in other settings to assess behavioral intention, attitude and social support with reference to specific behaviors, as well as provide insights into the foundation of attitude and social support.

In order for the practitioner to obtain some useful information about the affective variables which influence language learning, it would not be necessary to administer all parts of the questionnaire. Assessment of intention alone would provide information for making accurate predictions about whether the students are likely to engage in the actual

learning behaviors. A questionnaire with attitude and subjective norm items will help the EFL instructor quickly obtain valuable information to decide which attitudes are likely to need modification or whether social support will usefully bolster the learner's intention to take an active part in the language learning.

In conclusion, the approach reported here for development of questionnaire items in the affective domain was very useful for providing insight into the determinants of engagement in EFL language learning behaviors.

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Appendix

The following three items represent measures of behavioral intention, attitude and subjective norm with respect to the category of learning behaviors 'participating in daily discussions during English classes'. These items, along with a set of directions, appeared in Part I of the main questionnaire. The same bipolar response sets were used for similarly phrased measures of intention, attitude and subjective norm with respect to the remaining six categories of EFL learning behavior.

Intention

I intend to participate in the daily discussions of my English class.

likely _____ ____ _____ _____ _____ ____ _____ unlikely
extremely quite slightly neither slightly quite extremely

Attitude Toward the Behaviour

My participation in the daily discussions of my English class is

beneficial _____ ____ _____ _____ _____ ____ _____ harmful
extremely quite slightly neither slightly quite extremely

good _____ ____ _____ _____ _____ ____ _____ bad
extremely quite slightly neither slightly quite extremely

pleasant _____ ____ _____ _____ _____ ____ _____ unpleasant
extremely quite slightly neither slightly quite extremely

Subjective Norm

Most people who are important to me think that

I should ___ ___ ___ ___ ___ ___ ___ I should not

participate in daily discussions in English class.

The following pair of outcome evaluation and belief expectancy statements are examples of several such pairs which further understanding about attitude toward participation in daily discussions in English class and prediction of this attitude.

Outcome evaluation:

Enhancing spoken English ability is

good_____ _____ _____ _____ _____ _____ _____bad
extremely quite slightly neither slightly quite extremely

Belief expectancy:

My participation in daily discussions in English class enhances my spoken English ability

likely _____ ____ _____ _____ _____ ____ _____ unlikely
extremely quite slightly neither slightly quite extremely

The following pair of normative belief and motivation to comply statements furthers understanding about subjective norm with respect to participation in daily discussions in English class.

Normative belief:

My friends think

I should _____ _____ _____ _____ _____ _____ _____ I should not

participate in daily discussions in English class

Motivation to comply:

Generaliy speaking, how much do you want to do what your friends think you should do?

Very much _____ _____ _____ _____ _____ _____ _____ not at all

Additional normative belief and motivation to comply items were incorporated including the social referents parents, teacher and classmates.